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ABSTRACT

The primary objectives of the Institute were defined as (1) helping school officials understand the historical background and the social-psychological context of conditions resulting in educational disadvantage and the relation between these forces and desegregation problems in the schools, (2) helping individuals responsible for the content of instruction in the classroom study and consider special approaches to meet the education needs of minority-group youngsters, and (3) helping educators find ways of working with students in desegregated classrooms so as to improve the human relationships in such classrooms. The eighty-two participants, fifth-three of whom were classroom teachers, were encouraged, through background questionnaires and consultations with the Institute staff, to identify specific objectives unique to their particular situations. The training phase took place from August 2, 1965 to August 13, 1965, consisting of a daily lecture and question period along with study groups. The follow-up phase began immediately after the training, and ended January 31, 1966. (Author)

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Report of

The Special Institute on School Desegregation:

An Institute to Help Educators Maximize Educational Opportunity

August 2 - 13, 1965

Daniel U. Levine
Institute Director and
Author of Report

Robert J. Havighurst
Program Director

An Institute Conducted by the
Center for the Study of Metropolitan Problems in Education
School of Education
The University of Missouri at Kansas City

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September 15, 1965

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The Special Training Institutes on Problems of School Desegregation sponsored by the Equal Educational Opportunities Branch of the U. S. Office of Education symbolize an important development in government and university programs designed to serve the cause of quality education in our public schools. More than just another activity, they represent a new emphasis on providing practical help to teachers and administrators who work so hard to educate the nation's young people despite the large classes, shortages of materials, inadequate facilities, and low salaries which still characterize many school districts. Government sponsorship of basic research has been valuable, but such research unfortunately has not been of much help to practictioners in the field. The institutes and other activities which comprise the Equal Educational Opportunities Program are a significant beginning in finding ways to offer practical assistance where it is needed most. I am proud that the School of Education at U. M. K. C. has been able to join in these activities.

Workshops and institutes are not always received enthusiastically by those who participate in them. Many are not as worthwhile as their sponsors hope to make them, and some result in little but disillusionment and boredom. We hope that our two-week training institute proved to be a rewarding experience, and we have reason to believe that most participants did find it helpful and worthwhile. If so, the credit must go to a large number of individuals and institutions. The school superintendents in Kansas City, Kansas, Leavenworth, Kansas, Kansas City, Missouri, and Marshall, Missouri were most cooperative in bringing the institute to the attention of their professional staffs. Miss Harriet Ziskin, Program Specialist in the U. S. Office of Education, provided invaluable assistance in planning and preparing for the institute. The institute staff, Dr. Robert J. Havighurst, Dr. A. Leedy Cambell, Mr. O. M. McDaniels, Dr. Mary Meehan, Mr. Richard Schusler, and Dr. Gordon Wesner, exerted themselves to the utmost to make the institute a success, and I want to thank them for their outstanding efforts. And, most of all, I want to express my appreciation to the 82 educators whose spirited and dedicated participation made the institute a gratifying experience for the director.

Daniel U. Levine
Director

Contents

Page

I. Abstract ..... 1.

II. Institute Arrangements and Program ..... 3.

Participants ..... 3.

Institute Staff ..... 3.

Lecture Series ..... 4.

Study Groups ..... 5.

Elementary School Study Group ..... 5.

Intermediate and Junior High School Study Group ..... 7.

High School Study Group ..... 8.

Administrator Study Group ..... 10.

Reactions to the Study Groups ..... 13.

Interest Groups ..... 13.

Materials--Curriculum and Communications ..... 14.

Grouping for Instruction ..... 14.

Curriculum Adaptations ..... 15.

Reactions to the Interest Groups ..... 16.

Independent Study ..... 17.

School District Groups ..... 17.

Resource Persons and Visitors ..... 18.

Facilities ..... 19.

Teaching Aids ..... 19.

III. Plans for Follow-Up ..... 22.

IV. Plans and Projects Developed by Institute Participants ..... 23.

V. General Reactions to the Institute ..... 38.

ABSTRACT

Title: Special Institute on School Desegregation: An Institute to Help Educators Maximize Educational Opportunity.

Author of Report: Daniel U. Levine
Associate Director
Center for the Study of Metropolitan Problems in Education
School of Education
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Contract Number: OE-5-37-031
P. L. 88-352. Title IV, Section 404
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Institute Directors: Daniel U. Levine, General Director
Robert J. Havighurst, Program Director

Contractor: The University of Missouri at Kansas City (U. M. K. C.)

Sponsor: Equal Educational Opportunities Program
U. S. Department of Health, Education, and Welfare

Planning Phase: May 1, 1965--August 1, 1965

Training Phase: August 2, 1965--August 13, 1965

Follow-Up Phase: August 14, 1965--January 31, 1966

Participants: Of the eighty-two participants who attended the institute, fifty were from Kansas City, Missouri, seventeen were from Kansas City,Kansas, twelve were from Leavenworth, Kansas and three were from Marshall, Missouri. Of the fifty-three classroom teachers enrolled in the institute, thirty taught in elementary schools, eleven taught in junior high schools, eleven taught in senior high schools (including three department chairmen), and one was a special education teacher. The remainder of the group consisted of one school nurse, five counselors, one helping teacher, one director of curriculum, one director of special education, three head teachers, and seventeen elementary school principals.

Objectives: The curriculum of the institute was planned in accordance with the assumption that educators need both broad understanding of the general forces which structure desegregated situations and close familiarity with specific problems and approaches which are likely to be particularly salient in desegregated classrooms. The primary objectives of the institute, therefore, were defined as 1) helping school officials understand the historical background and the social-psychological context of conditions resulting in educational disadvantage and the relation between these forces and desegregation problems in the schools, 2) helping individuals responsible for the content of instruction in the classroom study and consider special approaches to meet the education needs of minority-group youngsters, and 3) helping educators find ways of working with students in desegregated classrooms so as to improve the human relationships in such classrooms. Participants were also encouraged, through background questionnaires collected as a condition for admittance to the institute and consultations with

institute staff, to identify specific objectives unique to their particular situations.

Procedures: The institute met for ten full days and three evenings. Participants attended a daily lecture-and-question period approximately ninety minutes long as well as a daily discussion in one of four Study Groups organized according to grade level and position. From one-to-two hours were set aside each day for individual study and exploration using library materials provided by the Center for the Study of Metropolitan Problems in Education and the University of Missouri at Kansas City. Participants also met seven times in Special Interest Groups and three times in School District Delegations. The three evening sessions were devoted to the viewing of films. Each participant chose a topic or project related to the institute curriculum and then prepared a report which was collected at the final session. Many of these projects consisted primarily of preliminary plans for the succeeding year. Much of the follow-up will be designed to help teachers and administrators implement their plans and to gain additional knowledge about desirable educational practices in a desegregated school.

Results and Conclusions: Participants were generally positive about their experience in the institute. In responding to a questionnaire administered during the last day, fifty-eight participants answered that the "overall institute experience was of great practical value to me" and another sixteen said it was "moderately valuable to me". Many participants told members of the staff that similar programs aimed at achieving the objectives enumerated above would be of great benefit to other teachers and administrators in their home schools and school districts. Staff members agreed on the desirability of retaining the general format and procedures if additional institutes are held at U. M. K. C. in future years. Evaluation based on the perceptions of participants and staff members made it possible to identify several points which need special emphasis and a variety of ways in which additional advance planning might improve the conduct of future institutes.

INSTITUTE ARRANGEMENTS AND PROGRAM

Participants

Eighty-two participants attended the Special Institute on School Desegregation. Most of them enrolled as part of teams of two, three, or more teachers from particular schools. In some cases building principals were able to attend along with several of their teachers. Of the eighty-two participants, fifty were from Kansas City, Missouri, seventeen were from Kansas City, Kansas, twelve were from Leavenworth, Kansas, and three were from Marshall, Missouri. Of the fifty-three classroom teachers enrolled in the institute, thirty taught in elementary schools, eleven taught in junior high schools, eleven taught in senior high schools (including three department chairmen), and one was a special education teacher. The remainder of the group consisted of one school nurse, five counselors, one helping teacher, one director of curriculum, one director of special education, three head teachers, and seventeen elementary-school principals.

Institute Staff

Institute Director	Dr. Daniel U. Levine, Assistant Professor of Education, University of Missouri at Kansas City.
Program Director	Dr. Robert J. Havighurst, Distinguished Professor of Education, University of Missouri at Kansas City.
Group Leader	Dr. A. Leedy Campbell, Principal, Lincoln Junior High School, School District of Kansas City, Missouri.
Group Leader	Mr. O. M. McDaniels, Principal, Douglass High School, Oklahoma City, Oklahoma.
Group Leader	Dr. Mary Meehan, Director, Youth Development Project, Kansas City, Missouri.
Group Leader	Dr. Gordon Wesner, Director of Secondary Curriculum, School District of Kansas City, Missouri.
Group and Materials Coordinator	Mr. Richard Schusler, Research Associate, School of Education, University of Missouri at Kansas City.

Probably the two most central activities in the institute were the lecture series and the meetings of the four Study Groups. Both these activities were scheduled for each of the ten days during which the institute was in session, thus providing a measure of continuity and a chance to pursue ideas in depth by carrying through from one day to the next.

Lecture Series. A list of the lecturers and their topics is given below, together with a summary of the reactions expressed by participants on a questionnaire administered the last day of the institute. Even though it is probable that a halo effect led participants to give artificially high ratings to the lectures delivered by the director and, to a lesser extent, the program director, written comments expressed on or voluntarily added to other parts of the questionnaire provide strong evidence that most of the participants thought the lecture series worthwhile and helpful.

	Very Helpful	Moderately Helpful	Of Limited Value	Of No Value*
August 2, Dr. Robert J. Havighurst "Environmental Influences on Human Development"	72	7	2	0
August 3, Dr. Martin Grossack "Effects of Segregation on Minority Group Members"**	16	29	28	8
August 4, Dr. Robert J. Havighurst "The Evolution of the Big City in America"	58	21	2	0
August 5, Dr. Robert J. Havighurst "De Facto Segregation"	61	18	2	0
August 6, Dr. Daniel U. Levine "Working With Parents and Maintaining Standards"	57	20	4	0
August 9, Dr. Daniel U. Levine "Issues in the Provision of Equal Educational Opportunity"	58	18	5	0
August 10, Mr. Warren Bacon "School Policy and Segregation"***	36	29	13	3
August 11, Dr. Robert J. Havighurst "Plans for Desegregation"	52	24	5	0
August 12, Mr. Robert W. MacNeven "The Community and the Schools"***	37	34	10	0
August 13, Dr. Robert J. Havighurst "The Teaching of Values"	63	16	1	1
"The Lecture Series as a Whole"	72	8	1	0

*Here, as elsewhere in this report, questionnaire responses total to less than 82 because several participants did not complete every item.

**Dr. Grossack is a psychologist in the Boston area and editor of the book, Mental Health and Segregation.

***Mr. Bacon is a member of the Board of Education in Chicago, Illinois.

****Mr. MacNeven is Executive Director, Commission of Human Relations, Kansas City, Missouri.

Study Groups.

The four Study Groups which met each day in sessions of 75 to 105 minutes were organized according to the grade levels and positions of the participants. In order to describe the activities of these groups and the issues which were examined in them, summaries of their organization, conduct, and some of their discussions are given below.

Elementary School Study Group

Membership and organization. The study group was composed of twenty-two members. Eleven of the teachers worked at the primary level; nine in the middle and upper grades; and two were specialists, one helping teacher in the sixth grade and the other a teacher of the mentally retarded. The group was organized with rotating responsibilities. The chairman, the recorder and the resource recorder were rotated each meeting; usually group members volunteered for these responsibilities. Twenty of the twenty-two members served in these positions during the Institute.

Area of concentration. The Language Arts curriculum was selected by the group as an area of concentration for two reasons: (a) its significant position in the elementary school curriculum, and (b) some of the most severe effects of social and cultural segregation and deprivation are evident as the child learns to read and write.

Motivating the disadvantaged Negro child was considered by the group. Four members presented information from the book, Improving English Skills of Culturally Different Youth. Formerly most of the teachers had considered themselves as "motivators"; but now some new insights developed. They began to see that each child brought to the classroom his own drive, his own energy. The teacher is a mediator who brings the reading program and the child together in an environment which minimizes the disadvantages of his deprivations and channels the child's own motivations into intellectually constructive directions.

More specifically, within the reading program, the teachers requested texts for their classes which were urban-oriented and multi-ethnic in their emphasis. They were especially concerned that the stories grow out of the interests, vocabulary, and experiences of every type of city child including the disadvantaged.

Biographical materials which provide an accurate picture of the Negro's contribution to American culture were considered in some detail. The group felt that all children must be given opportunities to see the Negro in a positive, contributing light, and that the Negro child in particular needs to develop respect and admiration for his own ethnic group. The teachers also recommended that library materials which perpetuate undersirable stereotypes of the Negro be eliminated from the Language Arts Curriculum.

Creative writing as a means of communication was explored. The use of writing as a means of helping children to express feelings of hostility, agression, hatred, sadness and discouragement was also stressed. Through such writing tensions within the child and the class can be expressed in a socially and educationally acceptable manner while the teacher comes to a more realistic understanding of how each child sees himself and his life.

Again and again the teachers agreed that the Language Arts curriculum must move away from a "textbook" orientation. The possibilities of two audio-visual aids were explored in some detail. The use of the tape recorder gives the child a chance to hear himself read. Speech improvement takes on a new dimension as a child tries to speak more precisely and can immediately check out his own performance without teacher intervention. When a teacher tapes the words for a weekly spelling test, she can assist the children with their writing during this period.

The opaque projector was also recommended because of the opportunity it gives the teacher to immediately show an entire class a well-written title or a correctly punctuated sentence. During the period when the supply of multi-ethnic books and pictures is limited, the projector helps the teacher to share these materials with many children.

Since oral communication (the speaking-listening skills) is limited by class size, the teachers discussed the importance of reducing class loads. The use of teacher aides was also considered with much approval given to the program of the "National School Volunteer Program". The benefits of teacher aides to a Negro child who comes from a crowded home with a working mother were emphasized; the oral communication of such children shows great improvement when a friendly, interested adult has time to listen and to talk with them every day. The role of the teacher aide in talking with small groups was also examined; the improvement of such communication skills as speaking to include everyone in the group and listening with attention when others talk seemed likely to result from this experience for the disadvantaged child.

Examples of Points Discussed in One of the Sessions:

Natural humor of child should be used to advantage in desegregated class.

Teacher should be unusually sensitive to humor as a tool for establishing a relaxed atmosphere.

Recommend "A Rocket in My Pocket", book of humorous rhymes.

Dramatization can relieve tensions in the classroom.

Question of reading "Little Black Sambo", "Uncle Remus" stories, "Epaminondos" to desegregated class was brought up. Decision was made to omit these as books because of stereotype of Negro. "Eenie, Meenie, Minee, Mo" should be buried. Minstrel show and its connotation is out of the question at present.

Question arose as to what to do if the teacher reads a story in which Negro child is portrayed as "dumb", or lazy. The suggestion was made that undersirable traits are not inherently more characteristic of or more frequent among persons in any ethnic group.
The teacher cannot change the child until he wants to change his speech habits.
Recommended use of tape recorder. Should be one in every school room.
"Class on Parade": one row stands and speaks, one at a time, then row is seated; or as a group repeating words or sentences, and then assume seats.
Tape recorder can be used in spelling and in reading.
In the discussion of report question arose as to regional accent, i. e--Bostonian, Virginian, British, etc. This could be educational in upper grades, but difficult for primary grades.
Emphasis was placed on excellent results in language from constant use of opaque projector and tape recorder. These give disadvantaged children help in learning what is to him a foreign language--correct English.

Intermediate and Junior High School Study Group

There were twenty-one participants in this group which was composed of intermediate and junior high school classroom teachers and one high school counselor.
An analysis of the applications of members of this group revealed a variety of problems relating to classrooms in desegregated schools. There were classrooms of all-Negro and all-white pupils, as well as those in which Negro and minority group pupils represented varying percents. Some were concerned with preparing Negro pupils in all-Negro schools for entering an integrated school. Others were interested in preparing white pupils in all-white schools for attending integrated schools. In cases where classrooms were already integrated the teachers were concerned with such problems as discipline, achievement, use of test scores, and the elimination of fears and anxieties which they had observed and anticipated among both white and Negro pupils.
Participants were encouraged to discuss their problems frankly and express their feelings honestly. As each topic was introduced questions were asked and participants were requested to discuss the questions in terms of their readings and practical experiences. Reports were made from research materials when available and supplemented by resource people from the community.
Some of the main topics with which the group was vitally concerned were:

(a) The role of the classroom teacher in a desegregated school.
(b) Improving human relations in the classroom.
(c) Eliminating prejudice and negative attitudes about minority group pupils.
(d) Techniques to use to improve the self-concept of the Negro pupil.
(e) The use of test scores with respect to minority groups.
(f) Selection and use of proper materials for instructional purposes.

(g) Helping the educationally handicapped child through compensatory programs.

(h) Providing enriched experiences - trips into the community.

Conclusions: In order to maximize the educational opportunities of the socially disadvantaged child in a desegregated school, the classroom teacher should:

1. Utilize techniques and methods to improve human relations within her classroom.
2. Use materials to improve the self-image of all minority group pupils as well as the Negro.
3. Secure and use materials that would enable the child to experience some success in his work.
4. Recognize that test scores of minority group pupils do not always reflect their true potential.
5. Consider the background of Negro and other minority group pupils when dealing with behavior problems.
6. Whenever possible provide enriched experiences for her pupils thru trips into the business, cultural, and industrial community.
7. Recognize the need for preparing herself and helping other teachers to function in an integrated situation.

High School Study Group

On the first day of the institute the participants were reluctant to identify problems of school desegregation in their particular school situations, but did identify problems of a general nature such as:

1) Why is there opposition to neighborhood schools?
2) Why are Negroes moving to previously all-white neighborhoods?
3) Why do Whites tend to flee when Negroes move into the neighborhood?

These discussions were lively and interesting. Beginning with the second day more specific problems of school desegregation were identified and ideas were presented for possible solutions:

A) Problem: Poor attendance, Absences, Tardiness, Poor images and self-concepts of Negro pupils.
Suggestions for Possible Solutions:
   1) Added curricular materials that show successful individuals of minority groups.
   2) Integrated teaching staffs with a first-rate Negro counselor.
   3) Assistance in developing feelings of acceptance and belonging among Negro and other minority groups.

B) Problem: Discipline
Suggestions for Possible Solutions:
   1) Discipline should be taught as are other subjects.
   2) Stable and unstable pupils should be identified.
   3) More students should be involved in total school as well as classroom activities of Negro and other minority groups.
   4) The teacher can and often does make the difference.

C) Problem: Improving Attitudes of Pupils in Desegregated Schools
Suggestions for Possible Solutions:
   1) Conduct classroom activities so that Negro and White students work together.

2) Read current literature for new insights and understandings.
3) Work toward improving the image one group has of the other.

D) Problem: Improving Attitudes of Teachers in Desegregated Schools
Suggestions for Possible Solutions:
1) Integrated staff in all schools to improve teacher morale.
2) Orientation program for all teachers--experienced as well as beginning.
3) A committee from the group formed to develop a possible orientation program.

E) Problem: Parent Involvement with the School
Suggestions for Possible Solutions:
1) Active PTA Program
2) Adult Education Classes
3) School Activities That Involve Parents

F) Problem: Motivation
Suggestions for Possible Solutions:
1) Homogeneous and/or heterogeneous grouping.
2) Selection of materials that are meaningful to pupils.
3) More activity-type classes.
4) Wider teacher-knowledge of individual pupil.
5) Quality teaching.
6) Following of proven research practices.

Group Participation

When the conference began a few participants--without their realization --were doing most of the talking, but this did not last long. There was always a reluctance to stop discussion when time was up.

Near the end of the institute each participant's reasons for wanting to attend were identified to see if they had been fully explored in the study group. Most of them had, but those that had not were freely discussed in the light of what they had obtained from lectures, independent study, and the study group.

On the final day of the institute many participants expressed ways and means by which they planned to improve their teaching practices and increase their efforts to being about more positive attitudes in the school and community toward problems of desegregation.

G) General questions that were raised by members in the group.
1) Why is there continued objection to neighborhood schools?
2) Why are Negro children so slow in getting their needed equipment--books, fees, etc?
3) What can be done about attendance, absence, and tardiness?
4) Why do Negro children resist Negro dialect, jokes about Negroes, poor degrading image they have of themselves?
5) What does irritate the Negro?

Steps to help in the solution of these problems:
1) Add material to curriculum that shows successful individuals in minority groups.
2) Know about and use good elementary readers.

3) Material in Negro history might change the poor image of the Negro.
4) First need is first rate Negro counselors, integrated faculties.
5) Teachers make the difference. Their attitudes, their techniques, their confidence, their approach, their sincere interest, their knowledge of the Negro or any minority.
6) Negroes and members of other minorities react acceptably when they feel that they belong.

H) Example of Specific Problems Discussed in One of the Sessions, and How to Handle Them.

1) Negro children gather in halls in a gang-like manner before school begins.
   a. They are unusually noisy.
   b. They may in the course of loud talk tussle with each other and get rough.
   c. This scuffling may lead to a fight.
2) In the classroom speech class one Negro boy walked down the aisle, struck another Negro boy lightly on the shoulder. A fight resulted. The boys had to be separated by two other boys. The teacher did not stop the fight.

Discussion and suggestions:

Children were permitted to go anywhere in the building on arrival in mornings which is often before the teacher reports.

A teacher could have a quieting effect by joining the conversation in a friendly manner and talking with the pupils about what seemed to have them so excited.

In a friendly manner they can tell the fellows not to make so much noise. The teacher's presence is needed. Some felt that the noisiness was not a discipline problem--that these pupils are just happy, carefree, and more expressive than others.

Where there is a fight it is the teacher's duty to intervene. Stop the fight. Usually at least one of the boys did not want to fight from the start. Firm action must be taken by the office for the teacher's protection and so the pupils will not try this type of action:

1. Indefinite suspension is much more effective than three-day suspension--they may just consider that a three-day vacation.
2. A shadow study of a student can be revealing and help in understanding more about a student. Select one student at random and follow him all day throughout the school without the student's knowing he was being shadowed--to his locker, in his classroom, in the halls, in the cafeteria. He may go all day without participating in any type of activity. What would his answer be when he went home and his mother asked, "What did you do today?"

Administrator Study Group

This group drew participants with quite varied administrative responsibilities in their respective districts. Most of the number were elementary school principals, with some representing the junior or senior high school levels. There were 13 men and nine women.

Most of the attendees already were working in desegrated schools or would be the coming school year. There was evident in the beginning a wide range in feelings and attitudes toward problems of desegregation and social integration in our schools. However, there was present a basic core of participants who had experienced desegregation of their schools and whose chief concern seemed to be to achieve greater gains for meeting needs of all children and for the culturally deprived in particular.

During the first two or three meetings the "ice was broken" through personal introductions, job responsibility explanations, and personal purposes and goals for their attendance at the institute. After all members shared in this, the discussions moved to the consideration of the main purpose of the institute and problems and questions that school administrators need to explore.

In the process of organizing for personal responsibilities of each member to the group, the group leader appointed two chairmen, one serving each week. A team of recorders served to keep a running account of open discussion in which they too participated. At times sub-committees were formed, where membership changed and chairmen changed in order to vary committee responses and for good personal interchange. This seemed to encourage flexibility and tended to break down stereotyped ideas and attitudes. It also served to place every group member in some leadership role, with a feeling of responsibility for the progress of study.

The group leader also early discovered that some members were reluctant professional readers. This problem was approached by the use of personal copies of recent books, research pieces, etc., where the group leader spotted chapters and content that could be shared in the group. By daily rotation, these books and materials were in daily demand. Whenever possible these were also related to "known" individual studies that group members were carrying on for personal growth.

In addition to establishing good rapport during the first two days by the airing of views and the establishment of a good and comfortable climate, the group early began to consider some of the pressing problems, such as discipline in a desegregated school and the failure of school districts to provide and maintain adequate teaching personnel in disadvantaged area schools. In this discussion both negative and positive attitudes were expressed. With each of these problem discussions, group recommendations and broad generalizations were developed in summary.

In order that some more definite attitudes and purposes might be established in subsequent sessions, two sub-committees developed separate two-level outlines of areas of study by administrators. It was interesting to observe how close together were the problem concerns of the two groups. With total group discussion the two outlines were integrated through group processes. The following outline then served as the frame of reference from this point on throughout the conference:

Key Problems in Administering Desegregated Schools

I. The Involvement of Key Staff Members in Problems of Desegregation.

A. In the orientation of new teachers and continued in-service

education of career teachers.

B. In alloting time for sharing understanding and problems
C. In leadership by principals and key staff members in changing attitudes.
D. Involvement of parents in visitations to culturally deprived schools and homes in desegregated areas.

II. Special Services for Desegregated Areas
A. Auxiliary workers - psychologist, social workers, attendance officers, teacher aids and speech therapists.
B. Civic and municipal workers as community resource people that may be called in - firemen, policemen, librarians, etc.

III. Problems of Transportation and Bussing.
A. Organization plans - pros and cons
B. Advantages
C. Disadvantages

Conclusion: Need for extensive action research, much experimentation-better public relations and communications needed.

IV. Staff Utilization for the Instructional Program
A. Reading specialists
B. Class load
C. Team teaching
D. Grouping

V. Curriculum Adaptations
A. Non-graded primary
B. Materials related to minority group accomplishments
C. Multi-ethnic materials
D. Maintaining expectations and standards

In discussing these areas the following points were to be noted in discussions:

- factors to be considered
- possible solutions
- recommendations
- area commitments, if any

As a part of the study group organization, two members were designated from the group to compile a list of "Big Ideas", in summary. The following were considered the group's "Big Ideas":

1. That de facto segregation is a fact which cannot be legislated or forced out of existence in all communities alike - lack of agreement in communities at this time.
2. That at this time inner city integrated schools are definitely inferior to those in suburbia - not the teachers, but effective education.
3. That all visible social groups have their own unique ethnocentric prejudices - therefore we need to be as emotion-free and objective as possible - school staffs.
4. Desegregation of our schools is necessary for the maximum education of all children.
5. Further efforts to reduce inter-group prejudices among educators, students, and the general public are necessary.
6. The schools have a responsibility for compensatory education for the culturally deprived child.
7. Men in elementary schools will help the male child, female

dominated in homes, to develop a more positive concept of the male role.

8. The principle of homogeneous grouping on the basis of academic achievement is open to question, particularly in its perpetuation of segregation in desegregated schools.
9. There must be increased utilization of texts and materials with the multi-ethnic approach and treatment.

The participants were quite vocal in their regret that the institute could not cover more of their school staffs. All expressed their intention to undertake some varied forms of in-service education in attitudes and concerns of integration. Each member shared a deep concern that solutions to problems of desegregation will be found and recognized that the process of getting schools socially integrated will need continuous supportive leadership of all educators - administrators, particularly.

Reactions to the Study Groups

When asked to describe their participation in the Study Groups, the participants responded as follows:

"The Time I spent in the Study Group was":	Response	Number of Respondents
	Very Productive	45
	Usually Productive	25
	Occasionally Useful	10
	Seldom Useful	1

In addition, 44 of the 81 respondents who responded to this part of the questionnaire said their study group was "likely to have great impact" on their teaching or administering, while an additional 32 thought the activities in these groups would be "likely to have moderate impact" on their behavior. Sixty-two felt that the discussion in the study groups was "focused about right", while 64 said that "about the right amount of time" was spent in these groups.

The respective Study Groups were composed of 17, 21, 22, and 22 participants. In response to a questionnaire inquiry about the size of the groups, eighteen participants said the Study Groups were "somewhat too large", one said his group was "far too large", and none said the groups were "too small". On the basis of these responses as well as their own reactions, the staff felt that more attention should be given to holding the size of discussion groups in future institutes to fifteen or fewer members.

Interest Groups

The institute participants were also divided into seven Interest Groups which met on seven of the ten days the institute was in session. The formation of the interest groups was based on the interests expressed by participants on index cards which they received the first day and returned the morning of the second day. The activities of the Interest Groups were initiated and guided by the four group leaders, the group-materials coordinator, the program director, and the general director of the institute. The following topics served as the basis according to which participants were divided into

Interest Groups: "Motivation and Discipline in Desegregated Schools"; "Grouping for Instruction in Desegregated Schools"; "Instructional Materials in Desegregated Schools"; "Working with Parents and Community"; "Curriculum Adaptation in Desegregated Schools"; "Problems of Education in the Southeast Area" (limited to teachers from Southeast High School and Southeast Junior High School in Kansas City, Missouri); and "Analysis of Program and Possible Innovations at Paseo High School" (limited to teachers and administrators from Paseo High School in Kansas City, Missouri).

To illustrate the organization, conduct, and topics discussed in the Interest Groups, the activities and parts of the discussion in three of the Interest Groups are described below:

Materials - Curriculum and Communications

A. There were fourteen participants in this interest group. Range of educational responsibility was from Junior College Counselor through all grade levels 1-12 and an elementary principal.

Special topics for study included:

1. Restudy of elementary program and groupings.
2. Use of visual aids to raise the image of the Negro child.
3. The use of visual materials in elementary schools.
4. Textual materials in basic areas with multi-ethnic approach.
5. Motivational materials for basic studies.
6. Materials for enrichment--to improve the image of the American Negro.
7. Social Studies to improve image of the Negro in the American culture.
8. Grade 12 American history--The place of the Negro in American history.
9. Literature program for children--identifying the American Negro in literature.
10. Counseling program to improve the self concept and self confidence of Negro students in the Junior College.
11. Improving communication and verbalization skills of Negro boys and girls.
12. Building a grade eleven literature program that identifies the Negro as well as other ethnic-group authors in the literary heritage of America.
13. Fifth and sixth grade social studies materials for improving the image, self-concepts, and appreciation of the Negro in American life.
14. Principal's plan for providing and encouraging staff use of multi-ethnic approaches and materials.

All members read, listened to lectures, and carefully studied materials that were made available in the materials center. Daily progress reports were shared. Members often asked very perceptive questions which were helpful to each other or they pursued their special interests. There was also extensive exchange of ideas and materials. Many times this was bibliographical in nature.

Grouping for Instruction

This group was composed of eleven participants from three school districts. It consisted of elementary and high school classroom teachers, a supervisor, a director of curriculum and several principals. Each was interested in some aspect of grouping pupils from the standpoint of the position occupied in the school system.

In order to provide a background for later discussions, the group began

by briefly outlining the history and development of grouping in the United States and then devoted some time to the present status and trends of grouping practices in the schools. The following topics were discussed during the institute:

1. Philosophy and purposes of grouping.
2. Pros and cons of homogeneous and heterogeneous grouping.
3. Criteria used as a basis for grouping pupils for instruction.
4. Social and emotional effects as a result of grouping.
5. Difficulties involved in any attempt to synthesize the results of grouping practices and making generalizations.
6. Danger of using criteria for grouping that would result in the resegregation of pupils who are socially and educationally disadvantaged.

It was the consensus of the group, based on readings, discussions and lectures, that the following policies should be taken into consideration when grouping pupils for instruction:

1. Homogeneous grouping should be avoided whenever possible and held at a minimum when used.
2. Minimizing homogeneous grouping means grouping for instruction within the classroom rather than segregating pupils by ability or achievement in separate classes.
3. Only one criterion should be used as a basis for grouping, rather than several.
4. When pupils are one or two years below grade level and their class performance results in a feeling of inferiority, they should be placed in remedial classes.
5. We can justify homogeneous grouping only if it provides special help to the slow or disadvantaged child.
6. When pupils are grouped they should be in small classes and the best teachers assigned in order that individual attention can be given to each pupil to overcome serious learning problems.
7. Teachers of these classes should have access to a variety of materials and such materials must be designed to help slow learners.
8. Flexibility should be permitted in order that pupils may move from one group to another whenever their class performance warrants it.
9. If necessary, a program for the in-service training of teachers should be inaugurated to improve their skills for teaching the socially disadvantaged child.

As the projects were read on the last day, the participants indicated that they had received some possible solutions to their problems and had gained new insights and approaches to the problem of grouping for instruction.

Curriculum Adaptations

This interest group was composed of members with widely divergent interests. The members found it difficult to consider curriculum adaptations on a sufficiently broad basis to unify the individual interests into a

larger focus of group concentration, thereby making it hard to maintain a high level of individual participation during each session. As a result the groups tended to divide into an active sub-group concerned with a particular adaptation and a passive sub-group.

Group members expressed a concern to learn more about these areas:

(a) Team teaching
(b) Severely disturbed pupils
(c) Guidance and counseling (secondary)
(d) Teacher attitude modification
(e) Vocational education
(f) Curriculum materials (elementary)

The first four of these topics were explored in the group.

Four members were involved in the team teaching adaptation. Criteria were listed; an actual plan of operation of team teaching in a disadvantaged school was presented. In general, the participants felt that the impact of team effort on the individual teacher would be of benefit in maintaining enthusiasm and determination over time while working with Negro children who were educationally retarded by the time they reached Junior High. The frequent opportunity for working with small groups of pupils was seen as especially important and in a desegregated, disadvantaged school. The opportunity for teachers and pupils to know each other in a personal, friendly way as they work on a common problem was also viewed as particularly helpful where the teacher and pupil came from different ethnic groups.

The participants stressed the importance of closure on each task with disturbed pupils; this emphasis was closely related to the importance of maintaining standards in desegregated situations (a point often stressed in other institute sessions.) The improvement of pupil behavior and achievement which resulted in part from the regular meeting of the parents with the teacher were also described.

The impact of additional counseling services on the gifted but educationally retarded Negro pupil was described. Much of the material here was based on research reports from New York City programs such as "Higher Horizons". In considering help for both the disturbed and retarded Negro pupil as he moves into the Junior and Senior High, concern was expressed that even the "best" programs are able to "save" educationally only about fifty per cent of the pupils.

Reactions to the Interest Groups

When asked about their reactions to the Interest Groups, participants responded as follows:

"The time I spent in the Interest Group was": Response	Number of Respondents
Very Productive	33
Usually Productive	32
Occasionally Useful	12
Seldom Useful	4

Thirty-six of the 81 participants who responded to this part of the questionnaire said that the Interest Group was "likely to have great impact" on their teaching or administering, while another 30 said it was "likely to have moderate impact"; none said it was "unlikely to have" any impact at all.

Fifty-five of the 81 felt that discussion in the Interest Group was "focused about right", and 62 said that "about the right amount of time" was spent in this activity.

As opposed to eighteen who felt that the Study Groups were too large, only seven participants perceived their Interest Group as being "too large", and 70 of the 81 felt that this group was "about the right size".

Although the Interest Groups appear to have been generally well received, the fact that they were not rated quite as highly as were the Study Groups (except in relation to size) indicates that the planning for and conduct of Interest Groups in future institutes might be substantially improved. The staff therefore recommends that in the future expressions of topics in which participants are particularly interested be solicited several weeks before the institute opens, so that participants can be presented with a list of probable topics to consider before they arrive and staff members can have more adequate opportunity to review the topics for which they will be responsible.

Independent Study

In view of the large collection of books (dealing with sociological background and illustrating appropriate materials for desegregated schools) which were available for examination and study by institute participants, it was felt that sufficient time should be set aside to allow for careful perusal of materials in the library section. Between one and two hours were devoted each day, therefore, to Independent Study and Exploration. All participants also had full access to the main library collection of the University of Missouri at Kansas City, and the main library is only one-half block from the University Center where the institute was held.

Thirty-six of the 81 participants who responded to this part of the questionnaire said that they found their individual study to be "very productive", and another 39 said this activity was "usually productive". Forty-eight said their individual study was "likely to have great impact" on their teaching or administering, while another 30 said it was "likely to have moderate impact". Forty-eight felt that "about the right amount of time" was devoted to individual study, while 17 and 16 felt that "too much time" and "too little time", respectively, were allowed for this activity.

The staff members were unanimous in their belief that the opportunity given participants to examine carefully the materials provided in the library section was a vital and indispensable factor in the success of the institute.

School District Groups

Participants from the four school districts from which the institute enrollees were drawn met three times in groups representing their individual districts. Although staff members were present as observers, these meetings were chaired by participants from the local districts. Institute participants from Leavenworth, Kansas spent most of their time developing a half-day, in-service program based on ideas and materials considered during the institute which was subsequently presented on August 25, 1965 to all teachers and administrators in their home district. Participants from Kansas and Kansas City, Missouri prepared a set of recommendations dealing with the improvement of dese-

gregated schools and picked delegates to take these recommendations to their respective superintendents. The three teachers from Marshall, Missouri worked out four detailed evening programs which are designed to improve the relations between their school and its community and which will be conducted according to a schedule they devised for the coming academic year.

In responding to our questionnaire, the Kansas City, Missouri educators were emphatic in expressing their belief that their group was "far too large". If we are able to conduct additional institutes in the future, we definitely intend to form sub-groups for discussion of individual district matters whenever more than fifteen or twenty educators represent any one district.

Resource Persons and Visitors

Among those who served as resource persons to the Study Groups and Interest Groups were the following persons:

Reverend Henry Barnett	religious leader in the Southeast Community Kansas City, Missouri
Mrs. Harry Hagan	City Councilwoman from the Southeast Community Kansas City, Missouri
Mr. Sydney Lawrence	Executive Director, Kansas City Community Relations Bureau
Mr. Louneer Pemberton	Executive Director, Urban League of Kansas City, Missouri
Mrs. Carleton Sharpe	Director of parent activities in connection with the program of the Midtown Pre-School (and also wife of the city manager of Kansas City, Missouri)
Mr. Homer Wadsworth	President, Board of Education Kansas City, Missouri and President, Kansas City Association of Trusts and Foundations
Mrs. Juanity Yancey	Reading Consultant, Compensatory Education Program in Kansas City, Missouri
Mrs. Carolyn Zeis	A Graduate Student at UMKC, also employed by the Kansas City Human Relations Commission to analyze educational materials for their human relations and multi-ethnic content.

Although no item on the questionnaire inquired about reactions to specific resource persons, a number of participants added written comments stating how much they appreciated and valued the visits of these individuals. We recommend, therefore, that the use of resource persons be not only continued, but expanded in future institutes. To do so, however probably requires that institutes be scheduled for June or July, since several possible resource persons proved to be unavailable during the month of August.

The institute welcomed the visits of a large number of interested citizens. Many of them made constructive contributions to the discussions, and all of them carried on useful conversations

with participants and staff. There were, in fact, too many visitors to allow us to keep an exact record or to list them all in this report. We were pleased that so many found it possible to attend and that so many visited several times. A partial list of visitors who were able to be with us includes the following persons:

A member of the Kansas City, Missouri School Board--six morning sessions and four afternoon sessions.

The Executive Secretary of the Greater Kansas City Council on Religion and Race--seven morning sessions.

A representative of the Education Committee of the Kansas City, Missouri Coordinating Council of Civil Rights Organizations--eight morning sessions and six afternoon sessions.

The President of the PTA Council of Kansas City, Missouri--six morning sessions.

The Chairman of the Coordinating Council of Civil Rights Organizations in Kansas City, Missouri--one morning session.

The director of the Panel of American Women--four morning sessions and two afternoon sessions.

Four members of the Board of Education of Leavenworth, Kansas and two members of the Board of Education of Kansas City, Missouri who were our guests at a lunch on August 9 also attended several of the morning and afternoon discussions held on that day.

Facilities

The institute was held at the University Center of the University of Missouri at Kansas City, 5000 Rockhill Road, Kansas City, Missouri. We had the use of the large lecture hall-meeting room, two meeting rooms, and the lobby between the lecture hall and one exit. Lectures were delivered and films shown in the lecture area which is screened by a movable curtain from the remainder of the lecture hall. With one exception, these arrangements proved to be eminently satisfactory. The one exception was that completely private meeting places were available for only four of the five largest Interest Groups, making it necessary for two of these groups to meet simultaneously at opposite ends of the lecture hall. By the time the institute was over it had become clear that a number of the participants in each of these two groups were disturbed by the noise which accompanied the spirited discussions in the other group. If future institutes are held at the University of Missouri at Kansas City, enough additional rooms will be secured to allow a private meeting area for every large discussion group.

Teaching Aids

The following commercially-available material was purchased and supplied to every participant, most of it prior to the time the institute opened:

Capp, Al. Mammy Yokum and the Great Dogpatch Mystery, New York: Anti-Defamation League.

Coles, Robert D. A Psychiatric Study of Southern Schools, New York: Anti-Defamation League, July 1963.

Courlander, Harold. On Recognizing the Human Species, New York: Anti-Defamation League, 1960.
Gitlin, John. Race, New York: The National Conference of Christians and Jews.
Hill, Wilhelmina and Cummings, Howard C. "Teaching About Human Rights", School Life, November--December, 1962.
Hoover, Mary B. "Values to Live By", Parents' Magazine, December 1960.
Isaacs, Harold. The New World of Negro Americans, New York: Viking, 1964.
Jahoda, Marie. "What is Prejudice?", Look, May 24, 1960.
Kraus, Robert. The Rabbit Brothers, New York: Anti-Defamation League.
Noar, Gertrude. The Nature of Human Relations Problems in the Classroom, New York: Anti-Defamation League.
Schickel, Richard. "P.S. 165", Commentary, January 1964.
Silberman, Charles E. "The Businessman and the Negro", Fortune, September, 1963.
Silberman, Charles E. "The City and the Negro", Fortune, March, 1962.
Smith, Lillian, "Integration: What You Can Do About It", Datebook, 1961.
Strom, Robert D. Teaching in the Slum School, Columbus, Ohio: Charles E. Merrill, 1965.
Van Til, William. Prejudiced--How Do People Get That Way? New York: Anti-Defamation League.
Improving English Skills of Culturally Different Youth In Large Cities. Washington, D. C., U. S. Department of Health, Education and Welfare, 1964*

In response to the questionnaire item, "I found the books and pamphlets which were distributed to us to be...", participants answered as follows:

Response	Number of Respondents
Very Useful	45
Usually Productive	31
Occasionally Useful	4
Seldom Useful	1
Hardly Useful At All	0

*Improving English Skills was not cited by participants on the questionnaire because it did not arrive until after the institute had closed.

In addition to these commercial materials, a large amount of duplicated material was also distributed to participants, most of it during the time the institute was in session. In general the duplicated materials consisted of a section or sections from various articles and books. The responses to the questionnaire item, "The duplicated materials distributed to us were generally..." were as follows:

Response	Number of Respondents
Very Useful	39
Usually Productive	35
Occasionally Useful	5
Seldom Useful	2
Hardly Useful at all	0

Participants were also asked to cite the books, articles, pamphlets, or other reading materials which they had found most helpful. In order to avoid biasing their responses by allowing them to check items on what necessarily would have been a partial list, no specific titles were included on this part of the questionnaire; instead, it was assumed that materials which had had significant impact would be those most likely to be recalled and cited. For this reason the questionnaire merely asked for a listing of the five most useful materials, and the sources listed could include materials in the Institute and University Libraries. The most frequently-cited sources, together with the number of citations, were as follows:

Isaacs, The New World of Negro Americans	40
Strom, Teaching in the Slum School	30
Reissman, The Culturally Deprived Child	15
Silberman, Crisis in Black and White (or reprinted sections)	11
Edgar, The Bridge Project: Learning to Teach in Difficult Schools	10
Psychiatric Aspects of School Desegregation	6

As stated above, participants attended three evening sessions at which films were shown. They evaluated the films as follows:

Films		Response Categories		
		Hardly Worthwhile	Partly Worthwhile	Mostly Worthwhile	Very Worthwhile
Trilogy on Portrait of the Inner City, Portrait of the Inner City School, and Portrait of the Disadvantaged Child	No. of Respondents	0	5	27	49
Children Without		0	4	27	50
Marked for Failure		1	8	30	42
The Color of Man and The Brotherhood of Man		1	7	31	42

It was very evident to the staff that the films generally had great impact and contributed a great deal to the conduct of the institute. Unfortunately, several other potentially useful films turned out to be unavailable during the time the institute was in session. The films cited above, as well as others, definitely should be an integral part of future institutes, and it is hoped that earlier approval of institutes made possible by the fact that the Equal Opportunities Branch is now an established part of the U. S. Office of Education will in turn make it possible to obtain more films by booking them far in advance of institute sessions.

In view of the extremely positive evaluation our participants gave to the commercial materials made available to them, it is recommended that the U. S. Office of Education double the per capita budgetary allocation which can be used to purchase such materials.

PLANS FOR FOLLOW—UP

Each participant developed and worked on a short individual project or report which was submitted to the institute director on the final day of the institute. Participants were asked to select projects with concrete relevance for their individual school situations which they might further develop and carry out upon return to their home schools. Most, though not all, did find it possible to select a topic or project with direct, practical importance for the improvement of desegregated education. The large majority indicated that they did want to try to implement the particular ideas and projects on which they had worked.

Five follow-up coordinators have been appointed to help conduct the institute's follow-up activities. Three of these coordinators were regular staff members of the institute, and two were participants. Each coordinator will be assigned approximately fifteen participants whom the coordinator will visit two or three times in their home schools. The coordinators will help assess how well participants have been able to carry out their individual projects. More important, it is hoped that the coordinators, together with the participants themselves, will be able to identify factors which make it difficult for participants to successfully implement their ideas.* The coordinators will also work with participants to find the best ways of implementing ideas and to modify projects in accordance with necessities which arise in the field. The coordinators will inquire whether participants perceive the need for additional services or help from the University of Missouri at Kansas City or the U. S. Office of Education, and an attempt will be made to supply such services whenever possible. Most important of all, the coordinators will attempt to identify actions, programs, materials, etc. which have proved particularly valuable and which might usefully be shared with or communicated to the entire institute when it meets again on December 4, 1965.

The director and the program director of the institute will also visit many of the participants in their schools and will work particularly closely with the delegations from Paseo High School and Southeast Junior High School in Kansas City, Missouri.

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*It is not intended that particular individuals or institutions will be identified as "obstacles or "obstructions", as the phrase "factors which make it difficult.." refers to situational variables which impede, to some extent, the best efforts of teachers everywhere.

PLANS AND PROJECTS DEVELOPED BY INSTITUTE PARTICIPANTS

Participants worked on a variety of individual projects during the time the institute was in session. Many of these projects involved the bringing together of ideas and sources which could serve as guides for behavior and suggestions for practice; many others prepared actual plans for school-related activities to be conducted during the coming academic year. Space limitations make it impossible to describe all of the stimulating papers and plans prepared by participants in the institute, but we hope that the sections excerpted below will communicate an impression of the variety and richness which characterized these projects.

Among the most frequently-chosen projects were those involving the preparation of annotated bibliographies on materials appropriate for encouraging good human relations and/or the development of plans to incorporate materials useful in achieving human relations goals into the language arts program or into other parts of the curriculum. One teacher, for example, reported that, "I have prepared a huge list of library books which we can secure. These books will highlight at different times 'Great Negroes Past and Present', 'Brothers All', 'Heroes of Peace and Service', and 'Doorways to the Past'.... (I have informed my principal) that I have already spent all of our PTA library money."

Another teacher prepared the following outline to help her plan activities for improving the human realtionships in her classroom:

I. Language Arts
  1. Improve background for reading
    a. Build up oral vocabulary
      (1) Give each child a few minutes each day, if possible, to talk with me privately.
      (2) Story time every day, for listening and talking. I will use many stories that repeat the same phrase or words.
      (3) Dramatization of stories or experiences.
      (4) Use many pictures. Animals, people at work, etc.
      (5) Use of concrete objects to handle, and to describe.
      (6) Build oral sentences and stories.
      (7) Use of film strips and films, such as "Flipper the Seal", to build vocabulary and meaning.
      (8) Games that repeat phrases, as Simon Says.
    b. Trips for information
      (1) To see people at work
      (2) To cultural centers
      (3) To see how people have fun
    c. Listening
      (1) Use many phonograph records, song stories; directions for dances; exercises; etc.
      (2) Use tape recorder to record voices, for proper English; music; spelling words.

II. To teach about the Negro and other minority groups

a. Copies of series of readers that depict life of multi-ethnic groups.
b. Retell stories of famous Negroes.

III. To improve Inter-g .. Understanding and Human Relationships (These ideas probably will be mainly worked out as Social Studies activities)
1. Note different nationalities in class, the neighborhood, city, world, develop idea we are much alike.
2. "Show and Tell Time"
   a. Center discussion around foreign articles such as Japanese fans, Chinese kites, etc.
   b. Show pictures of people at work
3. Thanksgiving Time Activity: Make mural showing various ethnic groups celebrating.
4. Bring out daily the talent of some child.
5. Dramatization of what makes a good day.
6. Discuss how we are different, how are we alike.
7. Discuss how life is made interesting by the difference in people.
8. Activity about "My Family".
9. Observe birthdays of famous people, including Negroes.
10. Read and dramatize parts of book, "Manners Can be Fun".

IV. To Improve Parent-Teacher Relationships
1. Visit as many homes as possible.
2. Invite parents in small groups to meet with me. Discussion will be on what I hope to accomplish and how parents can help.
3. Reading parties to which small groups of parents are invited.

This is a very general outline, but I shall use it as my guide in trying to help all my little Americans become good Americans.

A third teacher, after a good deal of thought and a search of the relevant literature, prepared the following list of guidelines for structuring learning experiences in her desegregated classroom:

1. Further the Negro's self-image
   a. Request from the library that at least 1/3 of our library books have books with Negro children in them. These are the books that the children read at home.
   b. Request that as soon as possible our basic reading series be replaced with the 1965 series that includes pictures of culturally different groups.
   c. Subscribe to "Ebony" magazine and the "Kansas City Call" newspaper and keep on our library tables.
   d. Replace a number of bulletin board pictures with ones using Negro children as subjects.
2. Put forth more effort to build a feeling of helping each other. Our bussed-in friends will need our help to get acquainted with the school. Use the thought of "how would you feel".
3. Use the word Negro when talking about this race. Most of the readings show that this is the preferred word.
4. Place special books in the library. Discuss the story of "The Rabbit Brothers" and "Great Dogpatch Mystery" when many have had a chance to see the books.
5. Attempt to do more conferring with parents where prejudice seems To be evident in their children.

"Primer for Parents" published by Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York City, is good source material.

6. Do more counselling with children when hostility arises.
Continual vigil and continual talking aimed at feelings I am hoping will help.
7. Make better use of special days.
   a. On Washington's Birthday, when the Revolutionary War is discussed, tell the story that the first colonist killed was a Negro.
   b. On Washington's Birthday also discuss the meaning of the Declaration of Independence.
   c. On Lincoln's Birthday discuss the hard life of the Negro slave. Bring out the cruelty and unfairness of slavery.
   d. On Missouri Day discuss the work of George W. Carver.
   e. During Brotherhood Week discuss the meaning of brotherhood more fully.
8. Watch responses to questions.
If a Negro child answers incorrectly call upon another Negro child who will know rather than a white child.
9. Bring more Negro participation in school activities.
   a. Ask two Negro mothers to accompany us to the Art Gallery as helpers.
   b. If possible have a Negro room mother.
10. Make better use of room visits by Negro parents.
   a. Encourage them to stay for lunch and eat with the children.
   b. Talk more about their family life before the business of school is mentioned.
11. Be more cons cious of the power of encouragement in the learning process.
12. Be alert for Negroes in the news.
Draw attention to those making contributions to society through a fuller discussion.
13. Use appropriate films that teach about race.
Discuss the meaning of these films:
   "About People"
   "The Toymaker"
   "Skipper Learns a Lesson"
14. Choose game captains carefully.
   a. Have game team captains selected on a rotation basis so that everyone gets a turn.
   b. Keep praising the good sports and the ones who "play fair".
15. Watch seating arrangements.
Starting at mid-term let requests for seats be honored. Up until that time, assign seats so as to avoid in-class segregation.
16. Encourage and display the best work of children.
17. Make more use of childrens' plans.
Do not take for granted that students know why there are rules for certain things.
18. Make suggestions to school assembly committee.
   a. Invite Negro personalities for programs (such as the Negro policeman who visited our school before).
   b. Show topical films to the entire school:

"The Color of Man'
"The Brotherhood of Man"

19. Make suggestions to P. T. A. Program Chairman.
    a. Review the pamphlet "Primer for Parents" that deals with the growth of prejudices.
    b. Show the series of films from the Kansas City Public Library on the "Inner City".

Still another teacher was quite specific in citing an activity she believes will contribute to the achievement of positive intergroup attitudes in her classroom. She plans to have her seventh graders put out a room newspaper

> ...in order to work and share experiences with each other and at the same time get to know each other better... This monthly journal will include interviews of children in the class, interviews of guests to the schools, articles on historical figures (Negro and white) which we are studying, as well as a sports column featuring members of the class, and feature articles on strange or funny happenings in the room. By the end of the semester all of the children will have contributed to the paper, and will have been 'written up' in the paper. This publication will be mimeographed and distributed once a month and would also be sent into students' homes.
>
> We will invite outside adults to speak to us, especially during our occupational unit. Members of both races could speak to the classes about their jobs and later be interviewed for the paper. We will make field trips through the Star and Call buildings to see how 'real' newspapers are published.

Not all our participants worked in already-desegregated schools, and several of those from de facto segregated schools also chose to work out plans for encouraging positive intergroup attitudes. One elementary-school principal, for example, reported her plans:

> The following are things which I would hope I could do with the consent and help of the faculty and P. T. A.:
>
> 1. Encourage enrollment in workshops and classes studying human relations and desegregation.
> 2. Organize experiences for teachers who would (with the permission of the elementary education director) visit a Negro school. Prior to this the principals should confer concerning details of such a visit. This would be done on a voluntary basis only with the hope that all teachers would take advantage of this opportunity sometime during the school year.
> 3. Propose that an all-Negro faculty be invited to meet with our faculty. I have a certain school in mind since that principal has already visited our school and is known there. Also, he and I have discussed the possibility of such a meeting. Our topic for discussion would concern some phase of the curriculum and not integration. I believe that we need to talk less about desegregation and get busy and desegregate. In other words, less 'lip-service' and more action.

4. Hope that we are invited to meet with this same school for a faculty meeting in their building.
5. Plan a P. T. A. program consisting of a panel of prominent local Negro and white citizens who would discuss a timely topic of interest to all present.
6. Purchase books for the library, kindergarten through seventh, which have been recommended in this workshop.
7. Teach children to use the word Negro without embarassment. Many children, and even adults, hesitate to use any word referring to the Negro race because they do not know the accepted term.
8. Ask teachers to eliminate anything which they find in books or any instructional material which might be considered degrading to the Negro race. Literary selections and especially social studies books should be screened.
9. Provide for the study of the culture, customs, traditions, and religions of the Negro. Emphasize that they are not necessarily culturally deprived. But that people of different groups follow slightly different cultural patterns.
10. Show films and film strips obtained from the Audio-Visual Department of our school containing pictures of the Negro which are pertinent to the subject being studied, especially in social studies.
11. Encourage children to read biographical books on the lives of Negroes (which they may obtain in the school or public library). Boys will especially enjoy those on the Negro athletes.
12. Urge teachers to see that children study the lives of prominent Negroes who have made valuable contributions to our country in different fields.
13. Provide for a more concentrated and accurate study of the African today.
14. Provide for a better understanding of the political, social and emotional problems involved in our country during the pre-war, Civil War, and post-war, periods.

I realize that so far I have made plans whereby the adults may meet and work but that no provisions have been made so that our white children can have personal contact and a chance to interact with Negro children. Perhaps I and the principal with whom we will cooperate can work further on this.

Certainly this workshop has given me a start and pointed up a direction of beginning.

Several of the principals who participated in the institute attempted to work out improved in-service programs to help their teachers become more effective in desegregated situations. One such principal prepared a carefully-annotated bibliography of books and materials he intended to add or emphasize in the professional library made available to teachers in his school. He made the point that

> ...outside the confines of the immediate school district, the elementary principal, as the head of an institution that has cooperated with the desegregation movement, must also stand and be counted or forever lose his place of leadership in the broader community of church, community center, service clubs, and

other such organizations. This annotated bibliography (prepared as the writer's institute project)... should be an ally in providing appropriate information for others less well informed...

I intend to orient my faculty to a fuller awareness of desegregation, to place appropriate level reading material in the faculty lounge rooms, to prepare myself further in the inter-group discussion of racial minority problems...

Another topic on which quite a few participants chose to work was that of improving home-school relationships and finding ways to make more effective use of community resources in desegregated communities. Among the participants working on projects in this area was the teacher who intended to write letters of commendation to parents on noteworthy achievements of their children. "I hope", she wrote,

to keep a notebook of such acts-perhaps only an extremely kind, thoughtful, or courteous act on the part of a child; or an unusually well-written paper; or a perfect spelling paper for one to whom this is difficult. As soon as possible after the 'deed is done' I will write a personal letter to the parent detailing the reason for commendation, sending the letter through the mail.

Many of the teachers who worked on these and other topics recognized that the projects they hoped to carry out would entail additional commitments on their time and energy outside the regular school day and additional funds for such items as postage and materials beyond what they might be able to obtain through regular school channels. Most indicated that they intended to attempt these projects even if it meant they would sometimes have to dig a little in their own pockets to do so.

The following two letters, prepared by a teacher representing a delegation of seven teachers from a single school, illustrate activities which participants hope to carry through even when these activities necessitate taking a great deal of time and effort to work in their school communities:

Sample of Letter to President of Community Council

Mr. _____ _____, President
Southeast Community Council
3601 E. 63rd Street
Kansas City, Missouri
Dear Mr. _____:

I am writing for a group of teachers from the Southeast area schools who are anxious to braodcast the advantages of the educational institutions in the Southeast neighborhood. As part of our plan to convince the community that our schools are "better than ever", we are organizing a speaker's bureau.

These teachers--elementary, junior high and senior high--are available for Neighborhood Council meetings or Block meetings if they are so organized. We feel that if we can speak to our patrons and parents through an organization such as yours, we will have an opportunity to project a better image of the Southeast area schools. If this plan fits into your program, please advise. Or perhaps, you have a better idea as to how an independent group of concerned teachers can best sell parents on the opportunities in their schools.

Sample of Letter to Scout Leaders

Dear Mr. or Mrs. _____;
During the past summer, a group of Southeast area teachers participated in a desegregation institute at the University of Missouri at Kansas City. At this time, we were informed that the scout organizations in the community were not accepting Negro membership.
We are anxious to correct any mistaken ideas so that rumors do not persist. Please fill in the information on this page and return this letter so we may inform our Negro students of the availability of scout organizations.
Thank you for your time.

Sincerely,

_____ We already have Negroes in our scout troop.
_____ We do not have Negroes now, but would accept them.
_____ We would not be able to accept Negro membership.

One particularly intriguing project for involving the parents of students in a desegregated school was described by a teacher who prepared the following paper:

Energy could be profitably expended in the direction of stimulating the interest and participation of parents of students in desegregated schools, and here is a plan:

1. Sometime in the summer the counselor shall select 5 families for each voluntary teacher to concentrate on.
2. The teacher can investigate the assigned families - she shall have at least one of the children of the family in her class, but she should know the records of all the siblings in the school. She shall have access to all the school data on the family, the report of the school social worker, the nurse and the school coordinator.
3. An open house should be scheduled for the whole school with all teachers participating. The volunteer teacher will contact her five families and personally invite them to the school, getting them there if need be. (Some families will not be interested, but others will hear about the plan and wonder why they were not included, so their names could take the place of the disinterested parents.)
4. The open house should be planned so that one parent follows the daily program of one of their children, and on the "lunch" hour they could meet with the principal for an explanation of the school's meaning to their children.. He could use the Banneker Pledge as a starting point for discussion.
5. A scheduled meeting time should be set up for each teacher and her assigned families to meet at least once a month. At that time the teacher should have a report from each teacher of all the children in that family, plus samples of their work. By mutual planning the teacher and the parents can work together on the child's achievement.
6. The ambitions of the child and the family should be respected, but reading must be stressed. Education should make the child an independent member of society, free to choose his place in it and proud of his accomplishments.

One of the most impressive things I have heard at this conference is that we have the next generation of parents in our halls right now:

will they be better or worse parents? Each family sends to the school the best they have: do we then do our best?

Ideas developed in the participants' projects ranged from the very broad and comprehensive to the very specific and highly-focused. An example of a comprehensive set of activities designed to contribute to improved inter-group relations in the school and its community is the following project which an elementary school principal hopes to implement during the coming year:

I. Parents of all children will be invited to accompany children on some of the cultural tours sponsored through the Lincoln Plus Project.
II. Parents will be invited to attend pupil-planned programs with refreshments and visiting periods to follow.
III. An effort will be made to establish an adult education program.
IV. Groups of parents from all-white schools will be invited to visit in the integrated school.
V. Negro faculty members will be urged to participate in leading roles of in-service study and committee work concerning school problems.
VI. The balance of pupils in classes will be considered in organization within the school.
VII. Efforts will be made to extend and continue the community groups and organizations now working with the school (YWCA, YMCA, etc.).
VIII. Materials and bibliographies concerning the problems of deprived areas and desegregation will be made available to all teachers and staff members.
IX. Resource people, knowledgeable about the problems of desegregation and integration, will be invited to speak at faculty meetings.
X. An effort will be made to continue study, research, and discussion aimed at developing a better understanding of desegregation and integration in our society.

Examples of highly-focused projects developed by classroom teachers who participated in the institute are the following plans for a) conducting informal readiness experiences in a desegregated pre-school; b) working with minority-group youngsters to improve their speech patterns and verbal skills; c) planning for the first day in a desegregated school; and d) improving testing procedures in desegregated or disadvantaged schools:

a) Informal Readiness Experiences in a Desegregated Pre-School.

I. Encourage careful listening habits and build greater listening comprehension.
1. Limit the size of the child's group, increasing it gradually.
2. Be sure that directions and materials used are within the child's understanding.
3. Observe to see if there are signs of a hearing disability.
4. In reading or telling a story, stop occasionally and ask a question. Make questions and answers brief so the continuity of the story won't be destroyed.
5. After part of the story has been read, set a purpose for listening to the rest of the story.
6. Give opportunity for retelling a story.
7. Talk informally to the child often.

II. Improve the ability to discriminate through recognition of likeness and differences in form and shape.
   1. Sort papers, blocks, beads, etc. according to shape.
   2. Match blocks for size or shape.

III. Develop the ability to defferentiate colors.
   1. Begin with one or two primary colors and increase very gradually. Sort papers according to colors.
   2. Hold up a color and ask who is wearing (has, or sees) something that color.
   3. Put colored objects on a table and say "Find something Red".
   4. Hold up a color and ask what color it is. Find something else of that color.
   5. Introduce a colored crayon. Scribble with it.
   6. Color a big shape, such as a circle, red.

IV. Develop verbal expression, including clarity of speech patterns, correct enunciation and vocabulary.
   1. Have much informal speech.
   2. Dramatize words like walk, run, jump.
   3. Choral reciting of short well-known poems and nursery rhymes.
   4. Encourage children to tell stories but don't force it.
   5. Let the child use the hand that he uses naturally. Don't change left-handedness to right.
   6. Pay no attention to speech substitutions or repetition of sounds.
   7. Ask questions about pictures--"What is the boy doing?"
   8. Use suitable motion pictures, filmstrips, recordings.
   9. Use of the telephone.
   10. Build word concepts, as--in, on, under, near, far away, large, small, etc.

V. Increase the ability to follow directions.
   1. Give simple oral directions, "Bring me the ball".
   2. Do not be hasty in adding two or three directions at a time.
   3. Use finger plays and action songs.

VI. Develop ability in auditory perception by distinguishing sounds and by identifying rhythms.
   1. Show the child objects which produce different sounds--bell, glass, box. Identify the sound.
   2. March to music--walk, jump, skipping is much more complicated.
   3. Strike two tones. Tell which is high or low.
   4. Tap on desk. Tell if it is loud, soft, once, twice.
   5. Play "Find the Object", clapping loudly when close, softly when far away.
   6. Listen to records.
   7. Identify sounds of different rhythm instruments.
   8. Use very short rhymes for identification of rhyming words.
      "We traveled so far
      In Daddy's new ____."

VII. Increase the breadth and depth of experiential background
   1. Experiences in using magnets, magnifying glass, etc.

2. Experiences with live animals.
3. Collections of rocks, leaves, etc.
4. Trips to interesting places in the community--store, laundromat, filling station, street construction, fire station, etc.
5. Bring an object or toy and tell about it.
6. Experiment with seeds and plants.

b) Improving Verbal Skills in a Desegregated School.

Children are sensitive to the sound of their recorded voices. After a few times, they are less impressed with the sound of their voice and it is possible to listen and comment constructively. This is a device that can be used without resultant antagonism (toward speech correction) on the part of the children. I hope to develop this medium in order for the children to be recorded with prepared materials and speaking extemporaneously. I believe children will be impressed by hearing themselves reading something prepared and using standard English and will be able to discern the difference--and I believe it is much more effective learning when they 'stumble' onto the correct verbalizations.

c) Organizing the First Day of Class in a Desegregated School.

The first day of school can set the tone, the atmosphere and expectations of my classroom for many days. Self-examination and careful planning before that day are vitally important.

My first class will include students in our school for the first time, students with usual differences and also students with very special kinds of differences, those of race, economic levels, nationality and religion.

First of all, I must clarify my own feelings. Do I feel that it is the school's business to educate all the children or do I wish some of them would go elsewhere? I realize that I am not alone in these feelings, so I can be honest with myself. As a teacher I am committed to certain moral and educational ideals, so I must minimize my negative feelings and maximize those attitudes and procedures which encourage the fullest development of all the pupils.

I feel that the teacher is the living model of right behavior, the moral guardian of democratic rights and the example of understanding and sympathetic concern for the equal education of all children.

Since the children's experiences will be uneven, in so many cases, I shall have to deal with some children whose potentialities are already substantially impaired and whose attitudes are in the process of rapidly becoming hostile to adequate school performance.

I realize that as a teacher of these children I must take a position of some influence for the good and some change in the direction of desirable goals.

The chief task of that first day will be to establish a feeling of belonging on the part of each member of the group by:

1. Introductions. Roll call in which each child is encouraged to tell a little about himself, his family, where he lives and some of the things he likes to do.
2. Discussion of class and school procedures. General rules for coming and going, keeping wraps and materials in order and a question and answer period.
3. A function for each child.

Each child must be made to understand that he not only is a part of the total group, but an individual as well. Each must understand that he has a part to play and that he is of importance as a human being and as a partner in learning.

How well these three things are accomplished will set the tone and atmosphere of my room for many days. The tone, I hope, will be a friendly one; however, 'clear cut' methods for handling the classroom business should be established.

During the first few days the techniques used in recognizing the individual abilities, in finding materials and methods which fully aid the developmental processes and in encouraging all to join in study will include many I have read about during this workshop.

I shall not rely solely on IQ and achievement tests scores which may not accurately measure the abilities of the culturally deprived child.

I have hope and some anxiety but am determined to do the very best job I can.

d) Improved Testing Conditions in a Desegregated School.

I plan to recommend this fall that:

1. Tests be administered in smaller groups--not 250 at a time.
2. Teachers be briefed in the in-service training program on how to prepare students in the classroom for taking the tests, good attitudes, etc.
3. Enough time be given in the morning for the late-comers to get there before starting the tests--5 or 10 minutes even.
4. Tests not be given on very hot days. Our cafeteria is poorly ventilated, I am sorry to say, and the students become very restive when taking tests when it is so hot.

Motivation was a theme to which participants turned their attention again and again, both in the discussions which were part of the institute sessions and in their individual projects. Perceiving that success in motivating students to do well in school is a key factor in desegregated situations, several teachers worked out plans, such as that which follows, designed to improve the techniques and practices in their home schools and their own classrooms:

I. I teach American history which is a required subject for high school juniors. The average Negro student who enrolls in my classes is not a juvenile delinquent; he is not a discipline problem; he is not a truant; he is not alienated from society; he is not inferior in intelligence. He usually stays on to graduate--because, by and large, he is too young and completely unprepared for any job. Also, his parents want him to finish school and often make real sacrifices in order that he might do so.

II. The Problem

Now, the problem is this: How can I motivate these students, many of whom (although capable) show reluctance to learn? They have a lethargic and negative approach to history which is to me a thrilling subject. They show no desire to learn more than is necessary to just 'get by'. They do not master academic skills which are necessary for successfully functioning in modern society. I want greater achievements for this group--so that they can be integrated into the main stream of the accomplishments of the so-called middle class students. I hope to motivate these students so that all of them will achieve up to the optimum of their ability. If I can help them to achieve this goal, they

will be enriched as individuals and as members of a minority group, and the United States of America will be enriched by this affirmation of the American goal of an integrated society.

III. Motivation Methods

I propose the following activities to promote improvement in the academic performance of my 'reluctant learners'. I will try:

1. To create in the classroom a friendly atmosphere in which all students find security and respect, an atmosphere in which all the questions which are asked and the problems which are proposed by the teacher are meaningful and are meant to help rather than cross-examine, and errors made are viewed as opportunities for improvement rather than for criticism.
2. To reorient myself as a teacher; to re-examine my pre-institute concepts; to positively dedicate myself to the preparation of a program which will be a subtle but nontheless real, daily lesson in human relations.
3. To re-examine the course of study and my teaching materials-keep that which is good, and correct or discard that which is weak.
4. To revise my lesson plans, inserting the materials which I have found at the institute to improve the image of the American Negro in the eyes of both Negro and white students.
5. To make optimum use of instructional materials, such as films, film strips, records, tapes, etc. Also Educational TV and programmed material whenever possible.
6. To personally provide remedial teaching that is needed. I will do this by creating groups within the class, thereby guiding the abler student in advanced work and giving special attention to the slow and reluctant learner. To make certain that every member of the class is so busy with productive and satisfying work that there is a minimum opportunity for indolence or disruptive disciplinary problems.
7. To provide an in-service program for teachers in my department: to use team teaching whenever possible.
8. To use resource persons from my community--including people from foreign countries and people from minority groups.
9. To make optimum use of the library; to keep (for purpose of library additions) a list of all books which will improve human relations and human understandings.
10. To include in my plans a unit for study of all minority groups in our country with special emphasis on basic concepts involving the variety of peoples, races, nationalities and religions; basic human needs and similarities; basic human rights; contribution of diverse groups to our culture.

A number of participants also recognized that motivation is no less a problem in connection with teacher behavior than in connection with pupil behavior. This recognition was made quite clear by the many teachers who described, both orally and in writing, how strongly they felt that colleagues would benefit from experiences in workshops or in-service training programs similar to this desegregation institute at U. M. K. C. As mentioned above, several principals took advantage of the availability of relevant materials in the institute library to work out in-service programs for teachers in their home schools. One teacher who was particularly concerned with the problem

of motivating teachers prepared as her project the following comprehensive list of "Suggestions and Practices to Help Sustain Faculty Morale in a Desegregated School":

1. There should be some provision for an in-service training program of some kind, in order that faculty members may be made acquainted with the sociological background of desegration, gain a deeper understanding of the children they are to teach, become acquainted with literature in the field of desegration and human relations, and get a glimpse of research in the areas of concern.
2. More informal faculty social gatherings should be provided, so that the entire faculty might really know one another. There is a great advantage in feeling close to those with whom one shares such common problems and joys. These might include the usual faculty picnics, dinners and luncheons, but it might also include informal morning coffees, gatherings in the homes of faculty members for an occasion simple enough that the host and hostess would not be too burdened, or a short get-together after school. If space could be arranged,a joint faculty lounge where both men and women could relax, have a coke or coffee, a smoke and chat would be of great value. A joint program with the junior and senior high faculties would be stimulating.
3. Faculty members should be encouraged to provide times when they might meet with parents and to have parents share in some class projects. We find that on a senior high level children do not encourage parents to come to PTA, etc., but they still like them to share in a project in which they are directly involved. The homemaking teachers do have breakfasts, luncheons and fashion shows. The speech department might put on a program and invite the parents. The art department might, on another evening, have an exhibit and serve refreshments, and perhaps the science department might share a good film with the families. Some parents might be more willing to come to the school if they knew it would be a small, informal group, and the teacher might feel that she gained from the experience. Sometimes the teacher feels she carries the burden alone, but often she would find that the parents share it with her.
4. The faculty should be kept informed through bulletins, PTA announcements, and at faculty meetings of what is being done in the other departments. Knowing of achievements in the school might help to create positive feelings.
5. The faculty should be encouraged to critically reevaluate policies and procedures. As Mr. Bacon said, 'If tradition is no longer a tool for achievement, then it should be sacrificed'. It may be that some of the traditions are no longer useful and should be replaced with fresher approaches.
6. The faculty should be helped to realize that by repeating stories that may be distorted as they are repeated, or that give friends and colleagues in other schools a picture of the more minor difficulties in magnified form, they are giving the entire case of desegration a poor image in the eyes of the community. This sets up a chain reaction: It must be terrible to teach in a desegrated school, says a friend who has heard your stories twisted and enlarged. This in turn can make you feel a little sorry for yourself. Surely one can be a good conversationalist and not hurt the image of the school.

7. The faculty should be encouraged to experiment with new methods and approaches. The teacher must remain in control of the class, but sometimes more pupil-centered activities might be tried. Administrators should be receptive to suggestions for change, and where there is a need all should work toward improved methods. After all, nothing tried is nothing gained, and in shifting populations, we must set new goals and try new methods.
8. A packet of materials on human relations and desegration similar to the one we were given in the institute might be given to each teacher. It might be well to include some material and suggested readings on Negro culture and the Negro contributions in the area of music, art, literature and sports. Negro Culture in America by Butcher might be a good paperback book to provide. These things should be included in the curriculum in all schools. How else can we improve the self-image of the Negro child or correct the preconceived image the white child brings to the class?
9. All staff members should feel thay have backing from the administration--both in the local school and from the downtown office--on matters of discipline. The teacher insecure in this respect is always a fearful teacher.
10. Class size should be kept as low as possible in order that the teacher may work more effectively with the students. The better the teacher understands her students, the more integrated the school can become.
11. An attitude of "What's the use" should be avoided at all cost. As Dr. Levine pointed out, perseverance will bring rewards. Every student can perform on some higher level and a consistent adhering to standards by all teachers will raise achievement standards--and the morale of the staff.
12. Faculty members should not forget that the administration needs sustaining also. A word of sincere praise, a constructive suggestion, an offer to help in solving a problem by giving additional time, or sharing a success story could bolster an administrator.
13. Care should be taken by the administration and the faculty not to rise blindly in defense of the school in the face of any criticism. We tend to be on the defensive because we are confronted by so many who feel they are expert in the field of education, but we should take a look to see if the criticism had some justification, some cue for improvement, and only then should feelings be vocalized.
14. Above all, faculty members should help one another keep their sense of humor, not only for their own well being, but for the sake of the students.

If these things are kept in mind, faculties would be able to cease looking back and weeping over 'the good old days', and recognize that this is a time of great challenge. After all, if man can get to the moon, surely he can accept the challenge to live harmoniously on earth, and where else can we start but in the American tradition of the public school? It's a challenge! It's exciting! It's democratic! It's Christian! Let's make it work! These could well be the positive attitudes which will help the teacher in the desegrated school work more effectively.

The above sampling of selections from the projects developed by participants in the Special Institute on School Desegregation should make it clear why nearly everyone connected with it--whether staff, teachers, or administrators--left with renewed optimism that our public schools will meet successfully the very great social and educational challenges with which they are confronted and with redoubled determination to play a signficant part in making equal opportunity and quality education a living reality for all of America's youth.

GENERAL REACTIONS TO THE INSTITUTE

On the whole the staff was pleased with the comments and the many positive statements expressed by the teachers and administrators who attended the institute, especially the gratifying and often-repeated remark that "This was not just another workshop!" If any weight at all can be given to our questionnaire, the general reactions of the participants were most encouraging. Fifty-eight of them, for example, circled "More" when asked, "Did you get as much out of the Institute as you expected to?", and only three circled "Less". Similarly, 58 said that "the overall institute experience" was " of great practical value to me", and another 16 said it was "moderately valuable to me;" 7 said it was "of some practical value", one respondent saw it as "of little practical value", and none felt it was "of no practical value".

The questionnaire, however, was administered during the euphoria of the last afternoon, at a time when participants had spent two full weeks working intensively on common problems and forming many friendships both among themselves and with the staff. For this reason responses to the open-ended items on the questionnaire may be more indicative of the nature and depth of their reactions than were responses to objective items on which respondents may choose the most "favorable" response categories as an expression of their friendship and rapport with fellow participants and with the institute's staff. We had neither time nor the facilities to carry out a scientific content analysis of the responses to the open-ended questions, but here again we were quite gratified at the general tone of the answers and the enthusiasm with which participants responded to the questions.

Most gratifying of all were the numerous responses which indicated in various ways that many participants felt they had gained increased sensitivity in the general areas of intergroup and interracial relations. For some participants, this appears to have resulted from self-reported changes or modifications in attitudes and feelings; with others, it was expressed through deepening and sharpening of previous attitudes. In either case, the fact that these self-perceptions were expressed voluntarily on open-ended items in an anonymous questionnaire makes it likely that not all were reported merely to please the sponsors of the institute. Among the responses which indicate that the institute did have some effect on attitudes were those of participants who told us that: "In one sentence, I am a more tolerant, less scoffing individual now insofar as desegregation is concerned"; "The fact that I'm going to use the word 'Negro' in my classroom must denote some change in my opinion"; "My opinion has changed because my attitude has changed. I am looking at the Negro in a different light. I have learned more about their feelings than I ever knew existed"; and "...when I talk to my friends, they ask 'What has happened to you? You have been brainwashed!' "

Increased sensitivity, if it did occur, probably resulted both from the opportunity to work in small groups with colleagues of differing backgrounds and from the institute's curriculum. In

any case, responses such as the following led us to conclude that many participants did achieve a better understanding and appreciation of their fellow citizens with minority-group identifications: "I thing I appreciate more some of the very fine people there are in the Negro race. There are many, many more who can attain such heights if we do our duty as teachers. I came to the institute approving desegregation but I am going back determined to do my part..."; "I feel much more empathy for the people who have been discriminated against for so long"; "I'm prouder of the Negro Americans than ever before. Slavery was hard, but thank God it brought them here. America needs them more than ever before. We will help our democracy only by their help".

Associated with increased sensitivity was a growing sense of urgency concerning both the need to provide high quality education in desegregated classrooms and the importance of desegregated education itself. In one way or another, in fact, twenty-one participants responded to questionnaire items asking them to "List the ideas (if any) you are taking from the institute which you would like to communicate to colleagues in your home school" and "If your general opinion about desegregated education changed during the institute, please describe the change in one sentence, "by writing in statements such as "I feel like acting instead of being passive about it", "I t is not just an act to right a long time wrong, but it is truly in the best interest of all Americans, and the matter will not rest", "I saw nothing detrimental about segregated schools before I attended the institute", "I was desegregated before, but now feel inspired to work with others to change their attitudes and I've got a source of help--your readings, bibliographies, and new-found friends", and "I've become more convinced of the urgency of doing it (desegregation) and assured that I've some degree of power to make changes, and I have thereby made a deeper commitment".

Increased sensitivity to problems and situations involving school desegregation was also implicit in the answers of fifteen respondents who pointed out that desegregation and integration are not necessarily synonymous (e.g. "Integration is more than just allowing colored and white children to go to the same school"), eleven participants who felt the institute experience had made them more sympathetic toward pupils with special problems or handicaps (e.g. "Children I felt were unteachable, I now view in adifferent light"), thirteen participants who described variations on the theme that resolute perserverance on the part of teachers is a central obligation in desegregated or disadvantaged classrooms (e.g. "I resolved to 1) be patient but perservering in upgrading; 2) Let the children know I am more friend than foe; and 3) Spoon-feed, if necessary, but get these experiences to them."), and thirty-two participants, or 40% of all those enrolled in the institute, who stressed the need to understand students' home environments and feelings as a prerequisite to improving their performance in school.

Participants in the Special Institute on Desegregation did not, however, point only to attitudinal outcomes of the type described above when enumerating ways in which they felt they had benefitted from the institute experience; a sizable proportion of them described reactions which were

directly related to their teaching techniques and professional methods. Many, for example, reiterated their intention to work more closely with parents and with other institutions (e.g. "Education alone is not enough; involving other community agencies--real estate, churches, housing authorities --is also necessary"), and a number made comments which indicated a willingness to reexamine previous approaches and behaviors in the light of the materials and discussion which were part of the institute's curriculum (e.g. "I have less faith in homogeneous grouping as a classroom tool"; "As a principal I hope to be able to help teachers more in understanding their pupils... Definitely, I need to plan better staff meetings"; "I had always gone out of my way to be sure that I did not offend a Negro, but to be fair he must be treated as any other student").

During the institute the staff emphasized the need to incorporate in the curriculum materials which would 1) communicate an improved image of Negro Americans; 2) help develop positive self-concepts among minority-group students; and 3) contribute to better understanding and tolerance among students with varied backgrounds. We therefore expected that many participants would include these points in their lists of ideas that had influenced their thinking and behavior. We had not expected, however, to see these points expressed in such convincing language as was apparent in the responses, nor did we anticipate that these points would receive 43 separate citations of one sort or another in the responses to the open-ended questions. The depth of feeling expressed on these points is illustrated in the following statements of three of the participants:

> "I have been asleep at the wheel on textbooks and library materials which include equal emphasis on minority groups."
> "(I became convinced of)...the importance of the self-image of the Negro child in a white world and means and books and histories to foster his self-image and pride. I blush at my past neglect."
> "We are guilty of doing so little, in a constructive way, in teaching about the great contributions made by the minority cultures to the world. Have we really made these children proud of their culture? ...The 'Golden Rule' has been broken. Will we ever find the adhesion to glue it back together?"

On another section of the questionnaire we asked several questions having to do with the scheduling of the institute. When asked to respond with a "yes" or "no" to the item "Institutes such as this should be scheduled for longer than two weeks, "58 participants marked "no."* We interpreted this response as a rather clear indication that many participants felt they were nearing the saturation point after two weeks of intensive work which required a great deal of reading at night to supplement the regular day and evening sessions. We recommend, therefore, that future institutes at U. M. K. C. (if they are approved) should continue to call for two weeks of meetings, with the proviso that consideration be given to scheduling an additional meeting designed to being participants together in an informal setting on the Saturday preceding the regular sessions.

*We did not ask whether the institute should have been shorter than two weeks, mainly because we did not believe its objectives could have been achieved in less than that amount of time.

It is the opinion of the director and several other staff members that we did not adequately communicate two of the ideas we had hoped to get across, namely that 1) one must always keep in mind in discussions related to desegregation whether points made have reference to low-status Negroes caught in the despair of our ghettoized slums or to middle-status Negro citizens whose behavior and attitudes exemplify all the important values and standards commonly associated with their social-class position and 2) the Negro minority must overcome historically-rooted handicaps far more severe and pervasive than those which confront or confronted Americans identified with other ethnic minorities. Unless these facts are constantly recalled, and unless they are part of the superstructure of any discussion connected with desegregation, it will often happen that harmful and inaccurate stereotypes will be reinforced rather than counteracted. It is strongly recommended, therefore, that special attention be given in future institutes to communicating these ideas so forcefully at the beginning that they will serve as the basic frame of reference for all subsequent lectures and discussions.